DOCUMENT RESUME

ED 181 039 TM 009 915

TITLE Idaho Proficiency Testing Program: Test Administration Manual.
INSTITUTION Idaho State Board of Education, Boise.
PUB DATE [77]
NOTE 23p.: For related documents, see TM 009 914-916

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Basic Skills: Criterion Referenced Tests: Educational Objectives: Grade 9: *Guidelines: *Minimum Competency Testing: *Program Administration: Secondary Education: *State Programs: *Student Testing: Testing Programs
IDENTIFIERS *Idaho: Test Instructions: Test Manuals

ABSTRACT

Procedures for administering the Proficiency Testing Program, adopted by the Idaho State Department of Education, are explained in this test administration manual. The tests are described as given on a district optional basis to ninth grade students in the basic skills areas of reading, writing, spelling, and mathematics. Criterion-referenced tests are based on objectives written by a task force and reviewed by educators, parents, and the general public. The reading, mathematics, and spelling tests are objective multiple choice, and the writing test is comprised of a writing sample. The following information is contained in the manual: description of tests: general test administration information: students to be tested: test schedule: absences and invalidations: make-up testing: test procedures: materials needed for testing: and detailed test instructions to be read to the students. A list of basic skills to be tested is appended. (MH)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

ED181039

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

# IDAHO

# PROFICIENCY TESTING

# PROGRAM

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J. L. EVANS

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

TM009 915

## *TEST ADMINISTRATION MANUAL*

PROFICIENCY TESTING IN THE PUBLIC SCHOOLS - DISTRICT OPTIONAL BASIS

Approved by the Idaho State Board of Education - February 3, 1977

A statewide program of proficiency testing for qualification to graduate from the 12th grade may be instituted by any school district in Idaho. Proficiency testing shall include tests in the following areas: reading, writing, arithmetic and spelling. These tests shall be developed, distributed and supervised by the Idaho State Department of Education.

If a district chooses to utilize the proficiency test program, the district shall use the tests that are developed and administered through the Idaho State Department of Education. The scoring of the tests shall be conducted through the State Department of Education with the costs of scoring being borne by the local school district. When a school district adopts the proficiency test program, the tests shall be required of students and administered in the fall and spring of each year as established by the State Department of Education, beginning with grade 9. A student will continue to take only those portions of the test which he or she fails.

Those students who fail to obtain satisfactory scores shall be provided remedial and/or tutorial services during the regular school day in the subject areas in which the test indicates a deficiency exists. The individual students shall be provided the necessary services by the local school district from the time of the initial testing until such time as the results of the proficiency tests are deemed satisfactory.

Parents of students shall be provided all proficiency test scores for their student following the administering of the test.

Students who pass the proficiency tests shall be so recognized by the placing of a State Board of Education Seal on the students' diplomas. The state seal will be available to the graduating class of 1982 for those districts that enter the proficiency testing program in the fall of 1978. However, no student will be denied a certificate of attendance or diploma for failure to pass all parts of the test.

# TEST ADMINISTRATION MANUAL

## TABLE OF CONTENTS


Description of Tests . . . . . 1

General Test Administration Information . . . . . 1

Students to be Tested . . . . . 2

Test Schedule . . . . . 2

Absences and Invalidations . . . . . 3

Make-Up Testing . . . . . 3

Test Procedures . . . . . 3

Materials Needed for Testing . . . . . 4

Test Instructions:

General . . . . . 6

First Day - Mathematics . . . . . 8

Second Day - Language Arts . . . . . 10

Appendix A - Basic Proficiencies in Reading . . . . . 14

- Basic Proficiencies in Mathematics . . . . . 15

- Basic Proficiencies in Writing and Spelling . . . . 16

Appendix B - Student Attendance Roster . . . . . 17

## Description of Tests

The Idaho State Board of Education adopted a Proficiency Testing Program for Idaho public schools at its February 1977 meeting. The tests are available on a district optional basis.

The tests cover the basic skills in the areas of reading, writing, spelling and mathematics. The intent of the test is to assess student competency in the basic skill areas and to identify any areas of weakness or deficiency that should be remediated prior to the student's graduation.

The State Department of Education has developed objective referenced tests in each of these four areas. The tests are based on objectives written by a task force of educators and reviewed by groups of educators, parents and the general public. (The skills to be tested in each area are in Appendix A.)

The reading, spelling, and mathematics tests are objective multiple choice tests which will be machine scored. The writing test will be a writing sample provided by the student in response to a specific topic. These will be graded by a team of trained readers.

## General Test Administration Information

The most important responsibility in preparing the students for testing is to provide a positive and supportive atmosphere so that student tension is prevented.

The students should be informed in advance that they are scheduled to take tests for which there is no need for special preparation. They should be told that they will be tested on skills they use every day in and out of school. It is important that both students and the examiner know what the purpose of the testing is.

The testing should be planned so that each student has the greatest likelihood of performing to his or her maximum ability. The following suggestions should aid such planning:

1) Give the students ample explanation of the type of test they are taking and the importance of their performance.

2) Make sure students know that the scores will be used to certify achievement of basic skills. Scores on tests will be returned to the student, their parents and the school. Failure to pass any of the tests will result in the student taking the failed portion again at the next testing.

3) Administer the tests in groups no larger than 30 persons. Testing should be conducted in a room that provides each student with adequate work space. Avoid administering the tests to large groups of students in a gymnasium, auditorium, or cafeteria.

4) Seat students in such a way that they will not be tempted to look at the answers of others.

5) Eliminate all possible distractions, such as bells or announcements. Use a "Do Not Disturb" sign on the door of the testing room to eliminate interruptions.

In addition to the above considerations, test administrators should:

1) Become familiar with the test prior to testing and the directions for completing student identifying data, marking answer sheets, and administering the tests.

2) Have all materials assembled for quick distribution.

3) Set up an atmosphere in the classroom for the most effective testing, free of tension and concern.

4) Follow instructions in the Test Administration Manual precisely, reading verbatim those sections preceded by "SAY".

5) Make sure that students know what they are to do, allowing time for questions before giving the signal to begin.

6) Limit assistance to students to the mechanical aspects of marking answers, clarifying directions, and finding the right place on answer sheets or in test books; guard against indicating a correct answer or pointing out the rationale of an item.

7) Monitor the students to ascertain that each student is marking his or her answers correctly, is marking only one response for each item, and is erasing discarded responses completely.

Students To Be Tested

All ninth grade students residing in the school district, who are in attendance on the designated dates, should be included in the testing. The district has the option to exempt students from participation for the following reasons:

a) exceptional student with physical, emotional or mental problems.

b) cannot read or speak English.

c) temporary physical or emotional problems.

Test Schedule

Testing is to be conducted on the two consecutive mornings designated by your district coordinator. Testing will require approximately 2 - 2 1/2 hours per day for 2 days; one day for the mathematics test and a second day for the language arts test.

The tests are untimed so that all students will be able to attempt every item. Since students of varying abilities are being tested together, testing should not be prolonged unduly for one exceptionally slow child.

The writing test should be limited to approximately 40 minutes. After 30 minutes on the writing, students should be warned to begin winding up their assignment. When 40 minutes is up, have them finish up immediately and go on to the next section of the test--reading.

ESTIMATED TIME LIMITS

Mathematics -- First Day

| | |
|---|---|
| Preparation | 15 minutes |
| Instruction | 5 minutes |
| Math Test | 120 minutes |
| Collecting Materials | 5 minutes |
| Stretch Break | 5 minutes |
| TOTAL TIME | 150 minutes |

ESTIMATED TIME LIMITS

Language Arts -- Second Day

| | |
|---|---|
| Preparation Activity | 10 minutes |
| Instructions for Writing Essay | 10 minutes |
| Language Arts (Writing, Reading, Spelling) | 110 minutes |
| Collecting Materials | 5 minutes |
| Filling out Comment Sheets | 10 minutes |
| Stretch Break | 5 minutes |
| TOTAL TIME | 150 minutes |

Absences or Invalidations

Test administrators will receive a roster of students (see Student Attendance Roster - Appendix B) listing students who will be in their group. If a student is absent for either day of the testing, check under the section labelled "absences" in the appropriate column. If a student should become ill, or extremely upset, be called away, or have some other special problem during the administration of the test (including cheating), that should be designated by a check in the section labelled "invalidations" in the appropriate column.

Make-Up Testing

Notify your school coordinator if any of the students in your testing group are absent. Make-up testing will be scheduled for those students who missed sections of the test. Make-up days should be scheduled for the two days immediately following the regular testing. If you are the administrator for the make-up session, follow the same procedures and time limits used for regular testing.

Test Procedures

All ninth graders will be assembled into classrooms for a period of 2 1/2 hours on two consecutive mornings. Teachers will act as test administrators. Teachers will not need any special training although the administration instructions should be read carefully the day before the test.

Four forms of the test will be given:

Form 1

Form 2

Form 3

Form 4

All four forms will be given in each classroom simultaneously. Forms are to be stacked 1,2,3,4,1,2,3,4. After students are seated, the teacher begins at the top of the stack and gives each student one test booklet. Students have no choice about which form they do. This is to randomly assign students to forms and ensure that an equal number of students in each school (and the state) take each form.

Test administration procedures are designed to allow all students sufficient time to attempt all items while still maintaining test security.

During testing, there will be brief stand-up and stretch breaks every hour. (No talking.) Students who need to go to the restroom or get a drink of water may be excused one at a time, leaving test booklet and answer sheet face down on the desk. Provision must be made for students who finish early. They may be allowed to read a library book but should not do any writing or be allowed to disturb any students who are still taking the test.

Students should understand what they are to do in each section and how they are to record their answers. Be sure that they do not receive any help in answering questions. To standardize the test, all instructions for test questions must be verbatim. Also, tests must be administered in the order they appear in the booklets.

All test booklets must be turned in and accounted for before students are dismissed. All answer sheets, written essays, and scratch paper must also be turned in.

At the end of the testing time, or when all the students have finished the test, some teachers and students will be asked to complete short questionnaires about the test.

Materials Needed for Testing

Furnished by State Department of Education:

- Test booklets
- NCS answer sheets
- Writing assignments
- Test administration manuals
- Teacher and student comment sheets

Furnished by school district:

- No. 2 pencils
- List of students to be tested (by classroom administrator)
- List of students who qualify as migrants
- Clock or watch for each classroom
- 1 set of dictionaries for each classroom
- District and building numbers

For each student:

1 test booklet
1 answer sheet
1 No. 2 pencil
Scratch paper
1 Writing Assignment Sheet (Second day only)

For the test administrator

1 test administration manual
Extra pencils
Extra scratch paper
1 watch or clock
1 "Do Not Disturb" sign for the door
1 set of dictionaries
1 Student Roster

INFORMATION ON BOARD

Have the following information displayed in testing area.

DISTRICT NO. _____ BLDG. NO. _____

## TEST INSTRUCTIONS

### General

After students are seated, have them clear their desks. Check attendance on student attendance roster, marking absences only. Distribute answer sheets, scratch paper, and test booklets. Instruct students not to open test booklets. Check to see that each student has a No. 2 pencil.

SAY: THE IDAHO STATE BOARD OF EDUCATION ADOPTED A PROFICIENCY TESTING PROGRAM FOR IDAHO PUBLIC SCHOOLS.

NINTH GRADE STUDENTS THROUGHOUT IDAHO ARE TAKING THE SAME TEST YOU WILL BE TAKING IN A FEW MINUTES. THE TEST, CALLED THE IDAHO PROFICIENCY TEST, MEASURES BASIC SKILLS IN READING, WRITING, SPELLING, AND MATHEMATICS. STUDENTS WHO PASS ALL FOUR TESTS WILL RECEIVE A SPECIAL STATE BOARD OF EDUCATION SEAL ON THEIR DIPLOMAS TO INDICATE THAT THEY ARE COMPETENT IN THE BASIC SKILLS. SO, IT IS VERY IMPORTANT THAT YOU DO YOUR BEST. HOWEVER, IF YOU DO NO PASS THE TEST THIS TIME, YOU WILL HAVE ADDITIONAL CHANCES TO TAKE THE TEST, AS IT WILL BE GIVEN EVERY FALL AND SPRING. IF YOU DON'T PASS THE TEST, YOU CAN STILL GRADUATE, BUT YOUR DIPLOMA WON'T HAVE THE SPECIAL STATE SEAL.

FIRST, WE WILL BE COMPLETING SOME INFORMATION ON THE ANSWER SHEET.

TURN YOUR ANSWER SHEET SO THAT PAGE ONE IS UP. (Pause)

NOW, LOOK AT THE "DIRECTIONS FOR MARKING ANSWERS." FOLLOW THE DIRECTIONS WHILE I READ THEM ALOUD. USE BLACK LEAD PENCIL ONLY (#2 1/2 OR SOFTER). MAKE HEAVY BLACK MARKS THAT FILL THE CIRCLE COMPLETELY. ERASE CLEARLY ANY ANSWER YOU WISH TO CHANGE. MAKE NO STRAY MARKS ON THIS ANSWER SHEET. LOOK AT THE PRACTICE GRID.

LOOK AT THE EXAMPLES; THEN PRACTICE MARKING EITHER A, B, C, OR D ON THE 4 PRACTICE EXERCISES.

(Pause, walk around and check to make sure students are filling in circles correctly.)

ARE THERE ANY QUESTIONS?

NOW, FIND THE SECTION LABELED "NAME". PRINT YOUR LAST NAME FIRST, STARTING AT THE LEFT AND PRINTING ONE LETTER OF YOUR NAME IN EACH BOX. SKIP ONE SPACE AFTER COMPLETING YOUR LAST NAME AND PRINT EACH LETTER OF YOUR FIRST NAME IN THE SAME MANNER. IF YOU DO NOT HAVE ENOUGH BOXES, JUST STOP WHEN YOU RUN OUT OF BOXES. (Pause)

NOW, GRID IN YOUR NAME BY BLACKENING THE CIRCLE THAT HAS THE SAME LETTER AS THE ONE PRINTED IN THE BOX.

(Pause and check to see if everyone is following directions.)

NEXT, FILL IN THE REQUESTED INFORMATION UNDER BIRTHDATE. WRITE IN THE LAST 2 DIGITS OF THE YEAR OF YOUR BIRTH. NOW GRID IN THE CIRCLE THAT HAS THE SAME NUMBER AS THE ONE PRINTED IN THE BOX. (Pause) UNDER THE BOX LABELED MONTH, BLACKEN THE CIRCLE NEXT TO THE MONTH OF YOUR BIRTH.

IN THE BOXES LABELED "DISTRICT" AND "BUILDING" FILL IN THE DISTRICT AND BUILDING NUMBER. THEY ARE ON THE CHALKBOARD. NOW GRID IN THE CIRCLES THAT HAVE THE SAME NUMBER AS THE ONES PRINTED IN THE BOX. (Pause)

NEXT, FILL IN THE CIRCLE WHICH INDICATES YOUR SEX: FEMALE OR MALE. (Pause)

NEXT, IN THE SECTION THAT SAYS "TEST FORM"-- BLACKEN THE CIRCLE THAT HAS THE SAME NUMBER AS YOUR TEST FORM. LOOK AT YOUR BOOKLET AND BLACKEN IN EITHER 1, 2, 3, OR 4. (Pause)

IN THE BOX LABELED "GRADE," FILL IN YOUR GRADE LEVEL.

ARE THERE ANY QUESTIONS?

FIRST DAY -- MATHEMATICS DIRECTIONS

TODAY YOU WILL BE TAKING THE MATHEMATICS TEST. THE TEST IS NOT TIMED, SO YOU CAN WORK AT YOUR OWN SPEED. IF YOU COME TO A PROBLEM YOU CAN'T ANSWER, SKIP IT AND KEEP GOING. THEN COME BACK TO THE QUESTION. EACH QUESTION HAS ONLY ONE CORRECT ANSWER. THERE IS NO PENALTY FOR GUESSING, SO TRY TO ANSWER EVERY QUESTION.

WE WON'T BE TAKING A LONG BREAK, SO, IF AT ANY TIME YOU NEED TO LEAVE THE ROOM, RAISE YOUR HAND UNTIL I COME TO YOU. ONLY ONE STUDENT MAY GO AT A TIME, AND YOU MUST HAND IN ALL YOUR TEST MATERIAL BEFORE YOU LEAVE THE ROOM. IN AN HOUR, I WILL SAY "STOP" AND WE'LL HAVE A SHORT STRETCH BREAK. THEN YOU CAN GO ON WORKING.

DURING THE TEST, THERE IS TO BE NO TALKING OR DISTURBANCE. LOOK AT YOUR OWN TEST, NOT YOUR NEIGHBOR'S.

READ THE DIRECTIONS CAREFULLY AND MARK YOUR ANSWERS IN THE MATHEMATICS SECTION (PAGE TWO) OF YOUR ANSWER SHEET. OPEN YOUR ANSWER SHEET TO THIS SECTION. (Hold up sheet and point out area.) BE SURE YOU ARE ALWAYS MARKING YOUR ANSWER IN THE ANSWER SPACE THAT HAS THE SAME NUMBER AS THE TEST QUESTION. WORK ALL PROBLEMS ON YOUR SCRATCH PAPER--DON'T MAKE ANY MARKS IN THE TEST BOOKLET. IF YOU CHANGE AN ANSWER, BE SURE YOU ERASE COMPLETELY.

WHEN YOU FINISH, YOU MAY GO BACK AND CHECK YOUR WORK.

(Depending on whether each student may leave as soon as he/she finishes or must wait for everyone to finish, SAY:)

WHEN YOU FINISH CHECKING YOUR WORK, YOU MAY BRING UP YOUR TEST BOOKLET, ANSWER SHEET, AND SCRATCH PAPER AND LEAVE.

(OR)

WHEN YOU FINISH CHECKING YOUR WORK, YOU SHOULD PUT YOUR PENCIL AND BOOKLET ON YOUR DESK ON TOP OF YOUR ANSWER SHEET AND SIT QUIETLY UNTIL EVERYONE IS DONE. (OPTIONAL: YOU MAY READ A LIBRARY BOOK OR TEXT BOOK, BUT YOU ARE NOT TO DO ANY WRITING.)

ARE THERE ANY QUESTIONS?

ALL RIGHT, OPEN YOUR TEST BOOKLETS AND TURN TO QUESTION 1 ON PAGE 1. YOU MAY BEGIN. KEEP WORKING UNTIL YOU REACH THE STOP SIGN.

(Note the time that students begin. While students are taking the test, move about the room, checking that students are marking answers in the right area and working quietly. At the end of an hour, SAY:)

PLEASE STOP WORK. CLOSE YOUR TEST BOOKLET AND PUT IT ON TOP OF YOUR ANSWER FOLDER. YOU MAY ALL STAND UP AND STRETCH. DO NOT TALK.

(At the end of 1 minute, SAY:)

NOW BE SEATED. OPEN YOUR BOOKLET AND BEGIN WORK.

(If students are still working at the end of the second hour, repeat the directions above.)

(Allow students time to finish the test.)

AFTER TESTING IS COMPLETED

(If students leave as soon as they finish, make sure that each student turns in his/her booklet and answer folder before leaving. Make sure the student has no opportunity to take a booklet from the stack.)

(If all students remain in room until everyone is done, either pick up materials from each student's desk, or SAY:)

NOW PASS IN YOUR ANSWER SHEET. (Collect all sheets.)

NOW PASS IN YOUR BOOKLET. (If students pass in booklets, count the booklets before any student leaves the room. When you have all the test booklets, excuse students.)

(Return all booklets, answer sheets, and scratch paper to the school coordinator. Notify him/her of any students who were absent.)

SECOND DAY -- LANGUAGE ARTS DIRECTIONS

(Check attendance on student attendance roster, marking absences only. Distribute answer sheets and test booklets to students. Make sure students have the same test form that they had on the first day of testing. After everyone has a test booklet, answer sheet, and a No. 2 pencil, pass out the writing assignment sheet. SAY:)

TODAY YOU WILL BE TAKING THE LANGUAGE ARTS TEST. THERE ARE 3 PARTS TO THIS TEST: A WRITING TEST, A READING TEST, AND A SPELLING TEST. YOU WILL BEGIN WITH THE WRITING TEST. LOOK AT THE INSTRUCTIONS FOR THE WRITING TEST WHILE I READ THEM ALOUD.

THIS WRITING TEST GIVES YOU A CHANCE TO SHOW HOW WELL YOU CAN WRITE. IN RESPONDING TO THE QUESTION, PLEASE FOLLOW THESE GUIDELINES:

1. THINK CAREFULLY ABOUT THE QUESTION AND EVERYTHING YOU MIGHT SAY ABOUT IT. HOW WELL YOU DEVELOP THE ANSWER AND DO WHAT IS ASKED WILL COUNT.

2. YOUR WRITING MUST BE DONE ON PAGES 3 AND 4 OF THE ANSWER SHEET ON THE SPECIAL LINED FORM PROVIDED FOR THAT PURPOSE. DO NOT WRITE IN THE SPACE ABOVE OR BELOW THE SOLID LINES ON EITHER SIDE.

3. STAY WITHIN MARGINS. USE CORRECT CAPITALIZATION, INDENTATION, PUNCTUATION, AND SPELLING. WRITE AS LEGIBLY AS YOU CAN. NEATNESS WILL COUNT IN THE SCORING.

4. IF YOU WISH TO WRITE NOTES, AN OUTLINE, OR A ROUGH DRAFT, SCRATCH PAPER IS PROVIDED. HOWEVER, THIS IS NOT REQUIRED. FEEL FREE TO COPY YOUR WRITING OVER IF YOU WANT TO.

5. THERE IS NO SET LENGTH FOR THIS PAPER. SAY AS MUCH AS YOU CAN ABOUT THE SUBJECT WITHOUT REPEATING YOURSELF OR WANDERING FROM THE SUBJECT.

6. YOU MAY USE A DICTIONARY IF YOU WISH. (Indicate where the dictionaries are located.)

AT THE SIGNAL, READ THE ASSIGNED TOPIC AND BEGIN WRITING. AT THE END OF 30 MINUTES, I WILL GIVE YOU A WARNING AND AFTER 40 MINUTES, I WILL INSTRUCT YOU TO GO ON TO THE READING AND SPELLING PORTIONS OF THE TEST BEGINNING WITH ITEM 82. WHEN YOU FINISH YOUR WRITING, GO RIGHT ON TO THE READING AND SPELLING TESTS AND WORK UNTIL YOU REACH THE STOP SIGN.

(Depending on whether each student may leave as soon as he/she finishes or must wait for everyone to finish, SAY:)

WHEN YOU FINISH CHECKING YOUR WORK, YOU MAY BRING UP YOUR TEST BOOKLET AND ANSWER SHEET AND LEAVE.

(OR)

WHEN YOU FINISH CHECKING YOUR WORK, YOU SHOULD PUT YOUR PENCIL AND BOOKLET ON YOUR DESK ON TOP OF YOUR ANSWER SHEET AND SIT QUIETLY UNTIL EVERYONE IS DONE. (OPTIONAL: YOU MAY READ A LIBRARY BOOK OR TEXT BOOK, BUT YOU ARE NOT TO DO ANY WRITING.)

ARE THERE ANY QUESTIONS? (Pause) YOU MAY BEGIN.

(Note the time that students begin. While students are taking the test, move about the room, checking to make sure that students are writing in the right area and are working quietly.)

(At the end of 30 minutes, SAY:)

THOSE WHO ARE WORKING ON THE WRITING ASSIGNMENT SHOULD BEGIN TO BRING YOUR WORK TO A CLOSE. YOU HAVE 10 MINUTES TO FINISH THE WRITING.

(At the end of 40 minutes, SAY:)

ALL THOSE WHO ARE WORKING ON THE WRITING ASSIGNMENT MUST STOP. THIS IS THE END OF THE WRITING TEST. IF YOU HAVE NOT ALREADY DONE SO, GO ON TO THE READING AND SPELLING PORTIONS OF THE LANGUAGE ARTS TEST BEGINNING WITH ITEM 82 AND WORKING UNTIL YOU REACH THE STOP SIGN.

(Check to make sure everyone has gone on to the right section and are marking answers in the correct section of the answer sheet.)

(At the end of 1 hour, SAY:)

PLEASE STOP WORK. CLOSE YOUR TEST BOOKLET AND PUT IT ON TOP OF YOUR ANSWER SHEET. YOU MAY STAND UP AND STRETCH. DO NOT TALK.

(At the end of 1 minute, SAY:)

NOW BE SEATED. OPEN YOUR BOOKLET AND BEGIN WORK.

(If students are still working at the end of the second hour, repeat the break directions above.)

AFTER TESTING IS COMPLETED

(If students leave as soon as they finish, make sure that each student turns in his/her booklet and answer sheet before leaving. Make sure that the student has no opportunity to take a booklet from the stack.)

(If all students remain in room until everyone is done, either pick up materials from each student's desk or SAY:)

PASS IN YOUR TEST BOOKLETS.

(Count the booklets and make sure all have been returned. No student leaves the room until all test booklets are accounted for.)

SAY: I WILL NOW COLLECT ALL SCRATCH PAPER.

SAY: NOW, I WILL COLLECT ANSWER SHEETS AND WRITING ASSIGNMENTS.

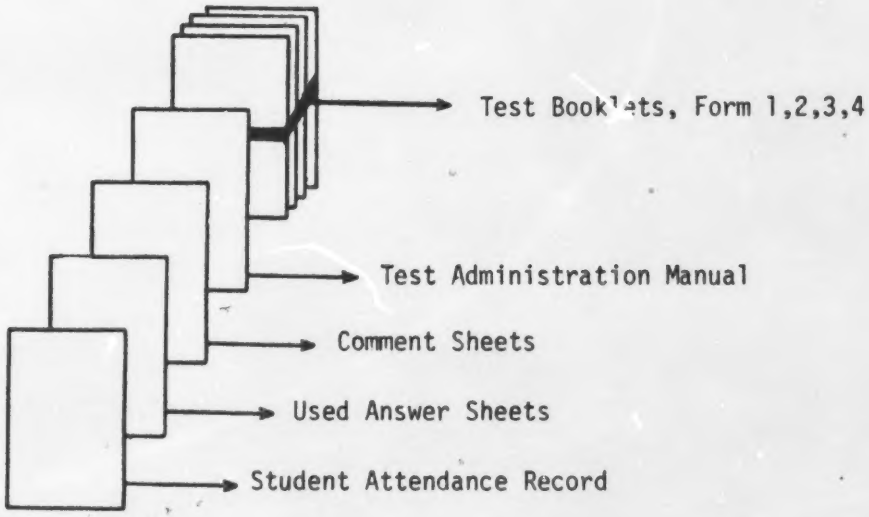
(Sort materials into 4 stacks: test booklets, answer sheets, writing assignments and scratch paper.)

SAY: THAT COMPLETES THE TEST. IN ABOUT 4 WEEKS, YOU WILL RECEIVE A REPORT SHOWING HOW YOU DID ON THE 4 TESTS. I WOULD LIKE TO ASK 3 OF YOU TO FILL OUT A COMMENT SHEET ON THE TEST TO PROVIDE SUGGESTIONS ON WAYS TO IMPROVE THE TEST.

(Choose 3 students and have them complete the Student Comment Sheets and return to you. Dismiss the others.)

DISPOSITION OF MATERIALS

At the conclusion of the administration of the Proficiency Test, dispose of the scratch paper and the writing assignments. Return all other materials to your school coordinator in the order shown below.



APPENDIX A

## BASIC PROFICIENCIES IN READING

### Comprehension Skills

The student should be able to:

1. follow a set of stated directions
2. locate relevant information by selecting facts/details
3. use context to determine word meaning
4. identify sequence of events
5. perceive cause/effect relationships
6. distinguish between fact and opinion
7. make inferences and draw conclusions
8. use punctuation and grammar clues as an aid to gaining meaning
9. recognize the main idea
10. make comparisons and contrasts based on information given in passages
11. make classifications and lists

### Study Skills

The student should be able to:

12. use reference skills as applied to:
    a. parts of books
    b. reference documents
    c. practical documents
13. interpret maps and diagrams.

## BASIC PROFICIENCIES IN MATH

### Mathematics Computation

The student should be able to:

1. add two fractions having unlike denominators
2. multiply and divide any two decimals with no more than two decimal places
3. add and subtract decimal numbers having no more than two decimal places when given in vertical or horizontal format
4. multiply any two fractions or a fraction and a whole number
5. select equivalent fractions from a list of fractions
6. change a percentage to an equivalent decimal form or a decimal to a percentage
7. change a common fractions to a decimal form
8. add any three whole numbers up to four digits long
9. subtract any two whole numbers up to five digits long
10. multiply any two whole numbers up to three digits long
11. divide any whole number by a one or two digit whole number divisor and write a remainder (if any) as a proper fraction

### Mathematics Application

The student should be able to:

12. select appropriate metric units for length, volume (capacity), and weight (mass)
13. convert from one unit of measure to another within the conventional or metric system
14. recognize horizontal, parallel, perpendicular, vertical, and diagonal lines
15. recognize a triangle, rectangle, square, parallelogram, or circle
16. compute perimeters and area of simple polygons
17. solve simple written (story) problems, the solution which will require at least one of the four fundamental operations with whole numbers
18. find the average of up to five two digit numbers
19. solve written problems, the solution to which will require addition or multiplication of fractions
20. solve a written problem involving a percent of a whole number
21. solve a simple problem involving proportional parts
22. solve a simple problem involving time
23. keep a bank record with simple deposits and withdrawals
24. compute his/her salary based on number of hours employed and salary per hour
25. determine the solutions to real world problems involving purchases totaling less than ten dollars with change from a twenty dollar bill
26. substitute given values into either a formula or equation and obtain the correct result

## BASIC PROFICIENCIES IN WRITING AND SPELLING

1. The student will organize material by:
   a. choosing a position
   b. maintaining a position
   c. providing information (evidence, reasons, facts, examples, proofs, experiences)
   d. reaching a conclusion

2. The student should be able to meet the specific demands of a writing task by:
   a. using appropriate vocabulary
   b. following directions of the assignment
   c. observing the format required

3. The student will use the mechanics of written English by:
   a. punctuating appropriately (including capitalization and indentation)
   b. writing complete and correct sentences
   c. writing legibly

4. The student should be able to spell correctly. There will be twenty spelling words from dictation. The words will be chosen from the Dolch list of the 1000 most frequently used words.

APPENDIX B

IDAHO PROFICIENCY TESTING PROGRAM

STUDENT ATTENDANCE ROSTER

TEST ADMINISTRATOR _____

| | | RECORD DAY OF | | | |
|---|---|---|---|---|---|
| | | ABSENCES | | INVALIDATIONS | |
| STUDENT NAME | DAY NO. | 1 | 2 | 1 | 2 |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |